

## Unit Planning Guide: Grade 12 Unit 6 of 8 A

Unit Title: Sharing My Meaning (weeks 26–30)	Pacing (Duration of Unit): 5 weeks
Grade:12	Buffer Day(s): 3

### Desired Results

#### Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

#### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

<p><b>Standards (Priority Standards in bold):</b></p> <ul style="list-style-type: none"> <li>SL 12.5 Make strategic use of digital media (textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> <li>L. 12.5b Analyze nuances in the meaning of words with similar denotations.</li> <li><b>RL.12.7 Analyze multiple interpretations of a story, drama, or poem (recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare)</b></li> <li><b>RI.12.7 Integrate and evaluate multiple sources of information presented in different media or formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.</b></li> </ul> <p><b>Supporting Standards</b></p> <ul style="list-style-type: none"> <li>W.12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> <li>L.12.4c Consult general and specialized reference materials (dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</li> </ul>	<p><b>WiDA Standards (ELL)</b></p> <ul style="list-style-type: none"> <li>Standard 1: ELLs <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</li> <li>Standard 2: ELLs <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></li> </ul> <p>In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.</p>
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**Meaning (\*Mostly assessed through Performance Tasks/Assessments)**

**Big Ideas:** (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Digital media engages an audience
- Technology is a tool for generating shared writing
- A word can have multiple denotations
- Specialized reference materials assist in making word choices
- Multiple interpretations enhance understanding and appreciation of a piece of literature
- Answering a question and solving a problem requires consulting multiple sources

**Essential Questions:** (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- How can I use digital media to get my audience's attention?
- How can the dictionary and other specialized reference materials help me as a writer?
- How can multiple interpretations help me to understand and appreciate a literary work?
- How can I use different media sources to answer a question or solve a problem?

**Acquisition (\*Mostly assessed through traditional summative assessments)**

<p><b>Knowledge:</b> Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p>Students will know ...</p> <ul style="list-style-type: none"> <li>· That the use of digital media helps to engage an audience in the presentation of one's ideas</li> <li>· That technology is a tool to create, edit and rewrite shared writing products</li> <li>· That there can be subtle difference in meaning of words</li> <li>· That works of literature can be interpreted in a variety of ways</li> <li>· That answering a question or solving a problem requires consulting a variety of sources</li> </ul>	<p><b>Skills:</b> The discrete skills and process students should be able to use independently (<u>Bloom's Level of Learning should be noted in parentheses.</u>)</p> <p>Students will be skilled at:</p> <ul style="list-style-type: none"> <li>· Using technology to engage an audience in the presentation of ideas( Creating)</li> <li>· Using technology to create, edit and rewrite shared writing products(Creating)</li> <li>· Determining the subtle difference in denotation (Analyzing)</li> <li>· Analyzing the multiple critical interpretations of a literary work( Analyzing)</li> <li>· Interpreting a dictionary entry to understand and appreciate the full meaning of a word(Evaluating)</li> </ul>
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